



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11461375
SAU: Saco School Department
School: C K Burns School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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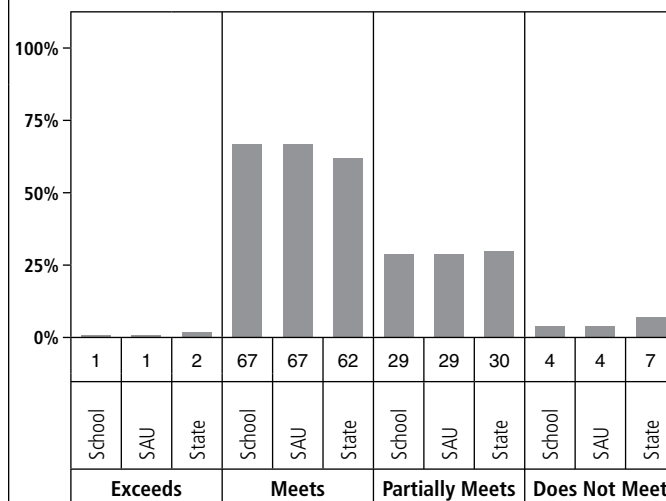
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Saco School Department
School: C K Burns School

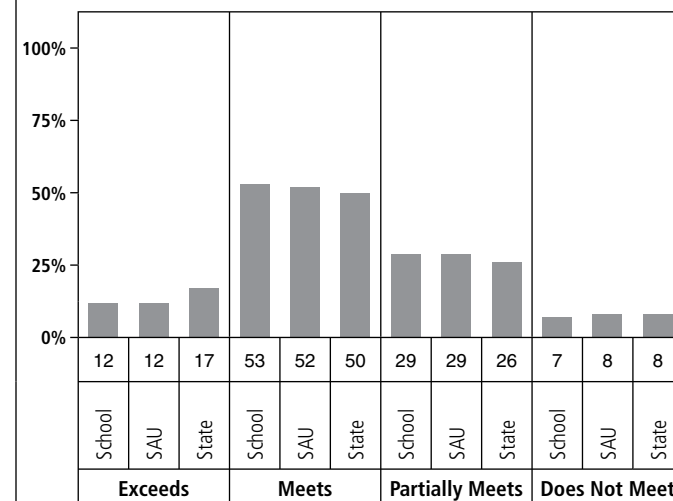
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	345	345	345
2006–2007	345	345	345
2007–2008	345	344	344
Cum. Avg. *	345	345	345
Mathematics			
2005–2006	341	342	344
2006–2007	344	344	347
2007–2008	346	346	347
Cum. Avg. *	344	344	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Saco School Department
 School: C K Burns School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	203	100	204	100	13803	100	201	100	202	100	13714	99	201	100	202	100	13710	99						
Ethnicity African American/Black	3	1	3	1	399	3	3	100	3	100	391	98	3	100	3	100	392	98						
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99						
Asian or Pacific Islander	2	1	2	1	210	2	2	100	2	100	205	98	2	100	2	100	206	98						
Hispanic	3	1	3	1	162	1	3	100	3	100	158	98	3	100	3	100	159	98						
Caucasian/White	195	96	196	96	12916	94	193	99	194	99	12846	100	193	99	194	99	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	29	14	31	15	2358	17	28	100	30	100	2333	99	28	100	30	100	2329	99						
Current LEP	4	2	4	2	371	3	4	100	4	100	357	96	4	100	4	100	361	98						
Economically disadvantaged	54	27	53	26	5584	40	54	100	53	100	5535	99	54	100	53	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	151	74	150	74	10650	77	152	75	151	74	10678	77						
Identified disability (PET/IEP)	4	3	4	3	475	4	4	3	4	3	479	4						
LEP	2	1	2	1	151	1	2	1	2	1	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	49	24	50	25	2936	21	48	24	49	24	2911	21						
Identified disability (PET/IEP)	23	47	24	48	1735	59	23	48	24	49	1729	59						
LEP	2	4	2	4	197	7	2	4	2	4	208	7						
504 plan	1	2	1	2	49	2	1	2	1	2	47	2						
Other	23	47	23	46	986	34	22	46	22	45	958	33						
Participation through alternate assessment (PAAP)	1	0	2	1	123	1	1	0	2	1	121	1						
Identified disability (PET/IEP)	1	100	2	100	123	100	1	100	2	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	1	0	1	0	9	0	1	0	1	0	12	0						
Non-participation – other	1	0	1	0	80	1	1	0	1	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	4	2	4	2	352	3
	2006-2007	1	1	1	1	332	2
	2007-2008	1	1	1	1	227	2
	Cum. Total*	6	1	6	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	125	63	126	63	8641	62
	2006-2007	112	62	112	62	8691	63
	2007-2008	134	67	133	67	8403	62
	Cum. Total*	371	64	371	64	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	60	30	60	30	3671	27
	2006-2007	55	31	55	31	3781	27
	2007-2008	58	29	58	29	4018	30
	Cum. Total*	173	30	173	30	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	9	5	9	5	1163	8
	2006-2007	12	7	12	7	1021	7
	2007-2008	7	4	8	4	938	7
	Cum. Total*	28	5	29	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	28.0	60.9	27.9	60.7	27.6	60.0
Literary Text	23	50	14.4	62.6	14.3	62.2	14.1	61.3
Informational Text	23	50	13.7	59.6	13.6	59.1	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	200	1	1	134	67	58	29	7	4	345	200	1	67	29	4	344	13586	2	62	30	7	344
Ethnicity																						
African American/Black	3										3						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	2										2						203	1	60	31	8	344
Hispanic	3										3						158	1	52	36	11	342
Caucasian/White	192	1	1	129	67	55	29	7	4	345	192	1	67	29	4	344	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	9	33	16	59	2	7	340	28	0	32	57	11	339	2210	0	32	48	20	338
No	173	1	1	125	72	42	24	5	3	345	172	1	72	24	3	345	11376	2	68	26	4	346
Current LEP																						
Yes	4										4						348	1	36	45	19	339
No	196	1	1	130	66	58	30	7	4	345	196	1	66	30	4	344	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	53	0	0	27	51	21	40	5	9	342	52	0	50	40	10	342	5450	1	49	39	11	341
No	147	1	1	107	73	37	25	2	1	346	148	1	72	25	2	345	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	200	1	1	134	67	58	29	7	4	345	200	1	67	29	4	344	13581	2	62	30	7	344
Gender																						
Female	97	1	1	70	72	23	24	3	3	345	97	1	72	24	3	345	6567	3	65	27	5	345
Male	103	0	0	64	62	35	34	4	4	344	103	0	61	34	5	343	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2004	0	37	49	14	339
No	199	1	1	134	67	57	29	7	4	345	199	1	67	29	4	344	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	200	1	1	134	67	58	29	7	4	345	200	1	67	29	4	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Saco School Department
 School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	3	38	5	63	0	0	340	5	0	33	56	11	336	6	0	43	39	18	340
B. less than one hour	76	0	0	106	70	40	26	5	3	345	75	0	70	27	3	345	79	2	65	28	5	345
C. one to two hours	16	1	3	20	63	10	31	1	3	344	16	3	63	31	3	344	12	2	60	31	7	344
D. more than two hours	4	0	0	4	50	3	38	1	13	343	4	0	50	38	13	343	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	0	0	31	66	15	32	1	2	344	24	0	66	32	2	344	29	3	62	28	7	345
B. They match some of what I have learned.	50	1	1	70	70	25	25	4	4	345	51	1	69	25	5	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	17	0	0	21	62	12	35	1	3	344	17	0	61	36	3	344	15	1	56	34	9	343
D. There is no match.	9	0	0	11	61	6	33	1	6	343	9	0	61	33	6	343	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	1	1	61	69	23	26	3	3	345	44	1	69	26	3	345	42	3	67	24	6	346
B. good	44	0	0	60	68	24	27	4	5	345	44	0	68	28	5	344	46	1	62	32	5	344
C. fair	9	0	0	11	65	6	35	0	0	344	9	0	61	33	6	341	10	0	48	42	10	341
D. poor	3	0	0	1	17	5	83	0	0	338	3	0	17	83	0	338	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	30	0	0	34	58	21	36	4	7	343	30	0	58	36	7	343	22	1	48	38	12	341
B. about the same as my regular schoolwork	49	0	0	73	74	24	24	1	1	346	49	0	73	24	2	346	57	2	68	26	4	346
C. easier than my regular schoolwork	21	1	2	26	62	13	31	2	5	344	21	2	62	31	5	344	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	20	0	0	19	49	16	41	4	10	342	19	0	47	42	11	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	51	0	0	72	71	28	28	1	1	345	52	0	71	27	2	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	29	1	2	41	71	14	24	2	3	346	29	2	71	24	3	346	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	22	76	5	17	2	7	345	15	0	76	17	7	345	19	3	65	27	6	346
B. 20 minutes to an hour	51	1	1	70	69	27	27	3	3	345	50	1	69	27	3	345	47	2	68	25	5	346
C. less than 20 minutes	22	0	0	26	59	17	39	1	2	344	23	0	58	38	4	343	19	1	56	35	8	343
D. I rarely read at home.	13	0	0	15	60	9	36	1	4	343	13	0	60	36	4	343	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	25	54	19	41	2	4	342	24	0	53	40	6	341	28	1	56	33	9	343
B. six to ten pages	20	0	0	30	75	9	23	1	3	345	20	0	75	23	3	345	23	1	63	29	7	344
C. eleven or more pages	56	1	1	77	69	29	26	4	4	345	56	1	69	26	4	345	49	2	65	27	6	345
Optional school/SAU question																						
A.	38	0	0	1	33	1	33	1	33	338	38	0	33	33	33	338						
B.	38	0	0	0	0	3	100	0	0	339	38	0	0	100	0	339						
C.	13	0	0	0	0	1	100	0	0	340	13	0	0	100	0	340						
D.	13	0	0	1	100	0	0	0	0	344	13	0	100	0	0	344						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	9	5	10	5	1295	9
	2006-2007	19	11	19	11	1985	14
	2007-2008	24	12	24	12	2277	17
	Cum. Total*	52	9	53	9	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	91	46	91	45	6852	49
	2006-2007	82	46	82	46	6990	51
	2007-2008	105	53	104	52	6764	50
	Cum. Total*	278	48	277	48	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	72	36	72	36	4081	29
	2006-2007	62	34	62	34	3673	27
	2007-2008	57	29	57	29	3504	26
	Cum. Total*	191	33	191	33	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	28	14	28	14	1638	12
	2006-2007	17	9	17	9	1193	9
	2007-2008	14	7	15	8	1044	8
	Cum. Total*	59	10	60	10	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	8.9	59.3	9.2	61.3
Cluster 2: Shape and Size	14	29	9.7	69.3	9.7	69.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.1	62.0	3.2	64.0
Cluster 4: Patterns	14	29	9.0	64.3	9.0	64.3	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	200	24	12	105	53	57	29	14	7	346	200	12	52	29	8	346	13589	17	50	26	8	347
Ethnicity																						
African American/Black	3										3						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	2										2						204	18	48	25	9	347
Hispanic	3										3						159	6	50	31	13	342
Caucasian/White	192	23	12	102	53	53	28	14	7	346	192	12	53	28	8	346	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	27	1	4	12	44	11	41	3	11	340	28	4	43	39	14	340	2208	6	35	37	21	338
No	173	23	13	93	54	46	27	11	6	347	172	13	53	27	6	347	11381	19	53	24	5	349
Current LEP																						
Yes	4										4						357	8	29	37	26	336
No	196	24	12	103	53	55	28	14	7	346	196	12	52	28	8	346	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	53	5	9	21	40	24	45	3	6	343	52	10	38	46	6	343	5452	9	45	33	12	343
No	147	19	13	84	57	33	22	11	7	347	148	13	57	22	8	347	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	200	24	12	105	53	57	29	14	7	346	200	12	52	29	8	346	13584	17	50	26	8	347
Gender																						
Female	97	13	13	42	43	33	34	9	9	345	97	13	43	34	9	345	6565	15	49	27	8	347
Male	103	11	11	63	61	24	23	5	5	347	103	11	60	23	6	347	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						2004	5	39	41	15	339
No	199	24	12	105	53	56	28	14	7	346	199	12	52	28	8	346	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	200	24	12	105	53	57	29	14	7	346	200	12	52	29	8	346	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: Saco School Department
School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	5	63	1	13	2	25	340	5	0	56	11	33	338	6	9	40	33	18	340
B. less than one hour	76	18	12	83	55	42	28	8	5	347	75	12	55	28	5	347	79	18	52	24	6	348
C. one to two hours	16	2	6	16	50	11	34	3	9	343	16	6	50	34	9	343	12	16	48	27	8	347
D. more than two hours	4	3	38	1	13	3	38	1	13	345	4	38	13	38	13	345	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	24	8	17	24	50	11	23	5	10	348	24	17	49	23	11	348	37	22	50	22	6	350
B. They match some of what I have learned.	55	13	12	61	57	29	27	4	4	348	55	12	57	27	4	348	46	16	53	25	6	348
C. They match just a little of what I have learned.	16	1	3	12	39	14	45	4	13	339	16	3	38	44	16	339	12	9	44	36	11	342
D. There is no match.	5	0	0	6	60	3	30	1	10	340	5	0	60	30	10	340	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	12	16	46	62	13	18	3	4	350	38	16	62	18	4	350	39	25	48	20	7	350
B. good	49	8	8	49	52	31	33	7	7	345	50	8	51	32	8	345	46	14	52	27	7	347
C. fair	9	2	11	5	28	10	56	1	6	341	9	11	28	56	6	341	12	8	49	35	9	343
D. poor	3	0	0	2	33	3	50	1	17	334	3	0	33	50	17	334	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	1	3	18	47	15	39	4	11	339	19	3	47	39	11	339	17	7	41	35	17	340
B. about the same as my regular schoolwork	58	17	15	56	49	34	30	8	7	347	58	15	48	29	8	347	59	18	53	24	5	349
C. easier than my regular schoolwork	23	5	11	31	67	8	17	2	4	349	23	11	67	18	4	349	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	5	9	28	49	17	30	7	12	343	29	9	49	30	12	343	32	13	47	30	10	345
B. two or three days a week	39	12	16	39	51	21	28	4	5	347	39	16	51	28	5	347	30	20	52	23	5	349
C. two or three times each month	18	4	11	21	58	9	25	2	6	347	18	11	57	26	6	347	19	20	53	21	6	350
D. never or almost never	14	2	7	14	52	10	37	1	4	346	14	7	50	36	7	345	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	4	33	5	42	3	25	334	6	0	33	42	25	334	7	5	34	40	20	338
B. two or three days a week	16	1	3	13	42	15	48	2	6	341	16	3	42	48	6	341	18	15	50	27	8	346
C. two or three times each month	30	8	13	35	58	13	22	4	7	348	30	13	58	22	7	348	28	21	53	21	4	350
D. never or almost never	48	14	15	53	55	24	25	5	5	348	48	15	54	25	6	348	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	18	2	6	22	61	7	19	5	14	344	19	5	59	19	16	343	16	8	42	36	13	342
B. 30–45 minutes	21	2	5	15	37	20	49	4	10	342	21	5	37	49	10	342	30	14	53	26	7	347
C. 45–60 minutes	33	7	11	43	66	13	20	2	3	348	33	11	66	20	3	348	32	22	51	22	5	350
D. more than 60 minutes	29	12	21	25	44	17	30	3	5	349	28	21	43	30	5	349	22	20	49	23	7	349
Optional school/SAU question																						
A.	38	0	0	0	0	2	67	1	33	335	38	0	0	67	33	335						
B.	38	0	0	0	0	2	67	1	33	326	38	0	0	67	33	326						
C.	13	0	0	0	0	1	100	0	0	328	13	0	0	100	0	328						
D.	13	0	0	1	100	0	0	0	0	356	13	0	100	0	0	356						